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ABSTRACT

The benefits of faculty development centers in southern universities are discussed primarily through the use of case histories. Particular services selected for inclusion in an ideal instruction center include: grants or financial assistance; released time; professional advice; technical specialists, assistants, equipment; secretarial help; workshops; graduate teaching assistance; new faculty orientation; instructional research; assisting departments to assess effectiveness; consulting services; and non-punitive testing and program evaluation. Campus centers in the Southern Regional Education Board (SREB) area are described. (SPG)

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REGIONAL SPOTLIGHT

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U S DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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Centering on Teaching Improvement

Change, created by forces within and without academia, is inevitable. Its shape, its direction during the coming years will determine the course of education well into the next century

The mechanics of learning has been ruminated upon since the Platonic dialogues, spawning publications profuse with vascillating theories and contradictory conclusions. How learning occurs has never generated much interest outside academic circles, however—the prevailing public attitude being a complacent surrendering of responsibility to those directly involved.

That system is challenged today, and pressures mount for proof that teaching does stimulate learning.

Citizens demand accountability for rising education costs, employers report deficiencies in some of the graduates they hire, and college-prepared students charge irrelevance. "Professors don't think they've done a very good job for their students, either," revealed Seymour Martin Lipset and Everett Carll Ladd, Jr., in a survey published in *The Chronicle of Higher Education*. "Nearly three-fourths say that the quality of undergraduate education has 'suffered significantly' because of an excessive commitment of money and energy to research." Educational backtracking to compensate for high school learning failures is another faculty complaint.

A different student than the one of even a decade ago inhabits today's campuses. Open admissions practices have increased access to college for all students who want to go, regardless of age, race, educational background or academic achievement.

The professor, confronted by varying levels of ability, now faces a classroom where comprehension of the subject is equally as unpredictable. "Class productivity has either been leveled to its lowest common denominator to meet the needs of the entire class or, if the workload is normal, we lose half the students," observed an English professor at a prominent Southern college. "It's probably the biggest academic problem today."

The egalitarian challenge, contradicting the old and established theory of homogeneous teaching, seems to signal a reorganized commitment to individual students and their particular needs.

Coincidentally, the current slow growth era of stabilizing enrollments has created an opportunity to meet that challenge. Jobs are tight, and employed academicians count their blessings. Competition is even tighter, and those not gifted in research will have to compensate in other areas to prove or preserve their professional standings. Instructional achievement may be that alternate route to success.

In addition, the annual flow of professorial talent among the colleges has been stilled and, along with it, the natural exchange of new energies and ideas. Many view this quiescence as a time to experiment. "The intellectual vitality stemming from faculty mobility is past history," observed a department chairman, "and for a while, at least, our energies must be inner-directed. These will be the years of self-study and innovation."

Faculty commitment to this theory has been cautious, but increasingly receptive. Lipset and Ladd found "the typical faculty member in the United States is not a radical, either in his approach to the society or to the university. But he is critical. He supports change and favors liberal solutions both within and without the university."

Improvement through instructional reform, however, is a simmering debate among faculty. The American professoriate "...is a big, polyglot profession, one that has experienced extraordinary change, and one that is deeply divided as to the appropriate course for the en-

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terprise of higher education," the survey continued.

Despite the current divisiveness, the changes which have occurred, such as the "open door" policy and decreasing faculty mobility, do give assurances that innovation, in numerous forms, will be prominent in the continuing educational evolution.

And the growing number of experimental projects—mostly among the untenured, say some observers—signifies at least the beginnings of an attitudinal, as well as instructional, readjustment to the changing times.

"How we teach, though, is a personal thing," remarked an assistant professor whose student evaluations had indicated weaknesses in that area. "It's an extension of the individual, a unique projection of what we know and what we want the students to know. Innovation will be just as customized—discovering what is best for you and your students. Innovation isn't necessarily teaching differently, it's finding an effective means to control learning."

Although teaching is a private matter, the majority conclude there must be coordinated campus effort and support to provide the proper atmosphere and necessary tools for change. A sampling of opinion identifies faculty needs:

- "We want people to communicate our needs and problems to without the threat of being judged."
- "Resources, not directives."
- "We need a pooling of information and facilities and manpower."
- ". . .a sharing of talents. This kind of shared knowledge could reshape the entire educational process of the campus."

A few campuses—about a dozen in the South—have begun to umbrella these services, "not as a clinic for the improvement of teaching," said Dr. Jeaninne Webb, director of the University of Florida's Office of Instructional Resources, "but as a resource for instructional service.

"Our office is predicated on two assumptions. The first is that it is primarily a service organization that must respond to expressed faculty needs. . . .Secondly, that one improves his teaching by becoming involved in innovation and experimentation rather than focusing on the teaching act itself. The encouragement and support of programs and projects designed to improve the effectiveness and efficiency of instruction is the major focus of this office."

Several Southern college professors who have used the centers' services to develop non-traditional teaching methods, recount their experiences.

Dr. Albert B. Smith

Romance Languages
University of Florida

Professor Smith knew that changing an elementary French course from lecture to audio-visual would require professional help. "First of all, time was required to develop my idea; secondly, I needed advice and technical assistance. And there was the problem of funding. Our department just could not bear the cost, so through the recommendation of my department chairman, I turned to the Office of Instructional Resources.

"Mini-sabbaticals are offered by the office to faculty who are trying to innovate, and I was given released time for two quarters. The resources office paid a teaching assistant to take over half my course load. In addition to much general advice from OIR, I received over 100 hours of graphic assistance. The photography lab completed the procedure and absorbed all costs.

"Overall success of the program is yet undetermined, as it won't be implemented for another year. It is being used experimentally, with success, in one basic course now.

"The OIR gives about 150% effort trying to help people. When you're trying to do something different, you realize how much this means."

Dr. Mark Hale

Mathematics

Dr. Dan Minnick

Entomology
University of Florida

Individualizing the learning process was the aim of two other University of Florida professors.

Dr. Mark Hale received OIR funds for graduate student assistance to develop audio-taped, self-paced courses in pre-calculus and remedial math. Success of both courses has led to similar courses at the conventional level that are now a regular part of the curriculum. OIR provides partial laboratory staffing, tutoring and funding.

"This method of learning," reports Dr. Hale, "reaches students we've not been able to reach in the past."

To develop other projects, conversion of a television-taped course to live lecture and implementation of a multiple testing system, he was given released time.

"Although there is still faculty inertia concerning the office, the program is becoming infectious. The presence of one successful program inspires others. The program is beginning to ring some bells."

"Teaching," Dr. Hale continued, "is becoming more important on college campuses. So is recognition for good teaching. Be-

cause of that, I see OIR becoming a much greater force in the future."

His colleague, Dr. Dan Minnick, added, "I believe in the humanistic standpoint—in the people method, rather than groups. I like counseling students. I want to know what their names are and where they're going."

Orienting an instruction program to the individual, using audio-visual techniques, required a mini-sabbatical in the form of technical and testing aids from OIR. A result of Minnick's initial step, where 90% of the entomological department instruction had consisted of lecturing, all teaching of insect identification has shifted to individualized instruction. And the new testing system of twice weekly examination is a steady measure of the student's progress and problems.

Minnick's ideas and OIR financial support also produced an open laboratory in basic entomology, involving students in both lock-step and individual learning. The verbal testing system provides student familiarity with pronunciations of entomological terms. The language lab is staffed and financed through OIR.

"Individual learning means personal contact with each student. The laboratory provides that opportunity to work and talk with them."

Professor George Wolfe

English
University of Alabama, University

Professor Wolfe wasn't quite sure what his teaching problem was, so he asked Joan North, director of the Teaching-Learning Center, to observe and videotape one of his classes.

"I needed an expert, unbiased opinion, and the center was the one place I knew could provide just that. I received some very important clues concerning my teaching by watching my own actions on videotape, as well as through tactful suggestions from Dr. North. For instance, I talked too fast. I also tended to look over the students' heads while I was talking. And sometimes I answered my own question if I saw the student having difficulty answering it. An interesting occurence in my class was also noted: At precisely the same time and continuing for a few minutes, the students simply stopped taking notes. Maybe they sensed a wavering of intensity in my delivery. I'm working hard to change all that."

"Faculty are possessive about teaching, but there is a great need for this kind of review. The center is a good way to find out what you're doing. They give professional advice without being a threat."

Professor Don Reese

Professor Ray Smith

Business
University of Tennessee, Knoxville

Successful innovations don't always require large grants. With only $228 from the Learning Research Center at UT, Professors Reese and Smith began analyzing shorthand learning materials, coding the most commonly used words in shorthand. A textbook and tests were developed from their findings. Their monograph has been computer-taped and published. Reese and Smith have recently been named research fellows in the university's college of business.

Professor Gay Turney

Mathematics
University of Texas at Arlington

For a long time, Assistant Professor Turney felt that self-paced instruction would benefit students in his analytic geometry class. Funds were low in the math department, so he turned to the Faculty Development Resource Center for help. At the center's expense, he and a colleague were sent—one to the East coast, one to the West—for a 10-day PSI (Personalized System of Instruction) briefing. Upon his return, Turney was given released time to develop his program.

The course started last fall, and 75% of the students made C or better, compared to 59% of those attending the standard lecture course. Six other math courses are now conducted by the PSI method.

"Our department relies heavily on the center's services. We use them all the time. In fact, there is an expert on campus today, paid for by the center, who has come to review our mathematics PSI system. She will also conduct a university-wide seminar on self-paced instruction."

Turney has become director for the PSI project in his department, is author of several papers on improving college and university teaching, and is part of a departmental consulting team to other colleges on self-paced study. He has been promoted to Associate Professor.

"I believe my project—its success—has had a major influence on the direction of my professional career."

Professor Joan McCrea

Economics
University of Texas at Arlington

"My whole attitude toward teaching has changed, and the course is not only more interesting for the students, but for me as well. I still lecture a majority of the time. But there's a difference."

With a fine reputation for research, and a record of active involvement in campus and com-

Campus Centers in the SREB

The chart below is adapted from **Faculty Development Centers in Southern Universities,** published by SREB. Centers chosen for inclusion are those with assigned staff, funding at least in part by the institution, provision for more than conventional media services, and a primary focus on improving teaching effectiveness at the undergraduate level.

Project on Teaching and Learning - 1973*
University of Alabama at Birmingham
Birmingham, Alabama 35294
Robert Bauman, Director

Scope: Instructional Development

Activities: Library; Speakers; Panel Discussions; Symposia; Student Evaluation of Faculty; Excellent Teaching Award

Staff: 1 Part-Time; 12-Person Committee (paid) directing policy and programs

Teaching-Learning Center - 1975
University of Alabama
University, Alabama 35486
Joan North, Director

Scope: Instructional Development

Activities: Library; Individual Consultation; Mini-Workshops; Mini-Grants

Staff: 1 Full-Time; 3 Part-Time; 1 Full-Time Graduate Student

Office of Instructional Resources - 1972
University of Florida
Gainesville, Florida 32611
Jeannine Webb, Director

Scope: Instructional Development, Media, Testing, and Evaluation

Activities: Mini-Grants; Instructional Lab; Courses for Faculty; Seminars; Individual Consultation; Media

Staff: 6 Full-Time; Also Faculty and Students

*Year Established

Center for Instructional Development and Utilization - 1976
University of Kentucky
Lexington, Kentucky 40506
Michael R. Nichols, Coordinator

Scope: Instructional Development and Media

Activities: Workshops; Media Distribution; TV; Semin

Staff: 4 Full-Time

Center for Instructional Development 1975
Appalachian State University
Boone, North Carolina 28608
William C. Hubbard, Coordinator

Scope: Instructional Development

Activities: Projects; Mini-Grants

Staff: 1 Full-Time; 3 Faculty Part-Time; 6 Students

Center for Learning Research and Service - 19
Memphis State University
Memphis, Tennessee 38152
C. Douglas Mayo, Director

Scope: Instructional Development and Media

Activities: Workshops for TA's; Consultation to Facul Mini-Grants; Video-Taping; Experimental Classro Media Distribution

Staff: 5 Full-Time; 13 Students

Learning Research Center - 1965
University of Tennessee
Knoxville, Tennessee 37916
Elmer Milton, Director

Scope: Instructional Development and Research

Activities: Distribution of Information; Special Semi Annual Program for TA's; Questionnaires for Fac Evaluation

Staff: 1 Full-Time

Instructional Development. Focusing on faculty members as instructors, five of the 11 centers direct activities toward the improvement of student learning through instruction. Information on new teaching approaches, provided through center libraries, special speakers, seminars and symposia, are available, as well as opportunities to learn the new instructional methods. Specific activities for development of new approaches include workshops, specially designed courses, instructional laboratories, individual consultation and evaluation, and special faculty mini-grants. One of the five centers offers a concentration of projects, such as faculty, departmental or program funding, for instructional development. Two of the five assist with student evaluation of instruction questionnaires, and one sponsors an annual "teaching excellence" award. Newsletters are distributed regularly to faculty, on campus and at other institutions two of the centers.

Instructional Development and Media Resources. instructional centers originated from centralized m operations within their respective universities. A plemental reinforcement to conventional instruc methods, media support facilities—audio-visual eq ment, instructional television opportunities, grap and photography—introduce broader alternative proaches to instructional innovation. Some of the cen emphasize media services as a primary means of te ing improvement; others see the two as separate, correlated, operations.

Faculty Development. Instruction is one of three fa of development at two centers. In addition to deve ment of faculty instructional skills, center activities f on personal growth and goals of the individual, as

egion

Faculty Development Resource Center - 1973
University of Texas at Arlington
Arlington, Texas 76010
Mary Lynn Crow, Director

Scope: Faculty Development

Activities: Library; Individual Consultation; Workshop for New Faculty; In-Service Workshop; Retreats

Staff: 1 Part-Time

Center for Teaching Effectiveness - 1973
University of Texas at Austin
Austin, Texas 78712
James E. Stice, Director

Scope: Instructional Development

Activities: Courses for Faculty; Seminars; Workshops; Classroom Survey; Individual Consultation

Staff: 4 Part-Time; 2 Students

Center for Improving Teaching Effectiveness - 1973
Virginia Commonwealth University
Richmond, Virginia 23284
John Noonan, Director

Scope: Faculty Development

Activities: Private Consultation; Seminars; Retreats; Handouts

Staff: 3 Full-Time; 2 Part-Time

Learning Resources Center - 1971
Virginia Polytechnic Center and State University
Blacksburg, Virginia 24061
Stanley A. Huffman, Jr., Director

Scope: Instructional Development and Media

Activities: Individual Consultation; Library; Media Distribution; TV Services

Staff: 4 Full-Time; 2 Part-Time

as on organizational policies and environment as they affect the overall goal of instructional improvement. Faculty development center services also include individual consultation, seminars, retreats, workshops and distribution of information.

Center Publications. All centers share the same concern for communication and distribution of instructional information, although only four maintain regular publication efforts. Three publish periodic newsletters containing articles on new and successful approaches, one written by professors at the university describing their particular instructional activities. Another center publication resembles a research report in teaching and learning, written by a researcher or authority in that particular area. Reprints of articles or distributing information through seminars, special speakers, and faculty gatherings are other methods of center communication.

Aids to Innovation

U. of Kentucky

Incentives for innovative teaching ideas, mini-grants are awarded to U. of Kentucky faculty. Weekly evaluations of grant requests are made by a faculty committee. A $200 maximum for each, grants are used for movies, books, tape recordings, student field trips, and guest lecturers. Total budgeting for this new project is $7,000.

Rollins College

Faculty research grants totaling $10,786 have been received by 18 Rollins College faculty members. "These grants represent a kind of professional development that will ultimately enrich the teaching efforts of our faculty," remarked Dr. Daniel R. DeNicola, faculty president and dean of education of the Florida private institution.

Alabama

Nine Alabama professors are sharing $3,000 for "innovative approaches for instructional improvement," reports the Alabama Center for Higher Education. The mini-grant program began last year.

U. of Arkansas

And to "encourage outstanding instruction," the U. of Arkansas' college of engineering received a $10,000 grant from the Alcoa Foundation.

U. of North Carolina

Another Alcoa Foundation grant of $4,000—to the U. of North Carolina at Charlotte—has been awarded for scholarship support and faculty development at the university's college of engineering.

Morgan State U.

Part of a $213,756 National Science Foundation grant will be used to improve instructional facilities and develop faculty competencies in computer-assisted instruction at Morgan State U. in Maryland. The grant was awarded for overall curriculum development in the undergraduate programs of economics, geography, political science, and sociology.

munity affairs. Professor McCrea learned through department review that her teaching performance needed improvement. "I just lectured the way I had been lectured to in college. No one had ever taught me—not even when I was a graduate assistant was there any direction as far as teaching was concerned."

Consulting with director Mary Lynn Crow at the Faculty Development Resource Center, "I learned a whole new concept of alternative teaching, such as setting up course objectives, simulation, class discussion—none of which I had ever done. I was unaware of such vast and useful literature on teaching."

Following the conferences and some classroom assistance from Dr. Crow, McCrea received a high teaching evaluation. She became a full professor. "This improvement in my teaching was important, if not essential, to my promotion.

"Whom the college selects as director of such a center is all-important. The director must be a great model for teaching—and a great teacher. I'm thankful our center has such a person."

Partner in Learning

Instructional innovation obviously has a variety of meanings to its proponents, probably as many as there are individual projects. Forming a consistent pattern, on the other hand, are faculty demands for the type of assistance they need for change. A random telephone survey of Southern college faculty indicates particular services of an ideal instruction center:

- grants or financial assistance
- released time
- professional advice
- technical specialists, assistants, equipment
- secretarial help
- workshops
- graduate teaching assistance
- new faculty orientation
- instructional research
- assisting departments to assess effectiveness
- consulting services
- non-punitive testing and program evaluation

Unanimously, faculty desired a center atmosphere of privateness and confidentiality, neither judgmental nor aggressive. One survey respondent concluded, "We need a camaraderie of cooperation, a partner in the learning approach."

Among the first published advocates of learning centers, authors Berquist and Phillips suggest specific, implemental programs: "Faculty development through seminars, workshops, teaching evaluations; instructional development through projects to produce new learning materials or redesign courses, workshops on writing objectives, evaluating students; organizational development through workshops for group leaders or team members, action research with work groups, task forces to revise organizational policies." Also essential are financial arrangements for printing, photographing, computer, laboratory tutors, audio-visual, and secretarial assistance.

"Education is what remains after content has been forgotten."
—K. Patricia Cross

The concept of instructional development is new and bound to face progressive change, but those desired characteristics, expressed by faculty, seem to follow the present basic aims of the centers, say their directors.

Center services differ, however, according to degree of state appropriations or administrative backing—financial and motivational. No funding has yet emanated from the federal level, and little from private foundations.

Virginia Commonwealth is one of few universities receiving outside help, from the Lilly Foundation. More than 60 university department chairmen have used this support to boost professional development of their faculty and of overall departmental effectiveness.

Organizational structuring and staffing also depend upon center budgets, as well as campus needs. More frequently than not, the director of an instruction center is pulled from campus faculty ranks, dividing professional time between center and classroom activities. And staff members—student, faculty or non-academic—may number from one to many. An advisory committee, reporting usually to the vice president for academic affairs, may be membered by students, administrative and non-administrative faculty, all except administrative appointees receiving supplemental stipends as professional compensation. Annual allotments to Southern centers vary from under $10,000 to nearly a million.

Undergraduate Education Reform, a project of the Southern Regional Education Board, supported by the Carnegie Corporation in New York for the past three years, has helped develop innovative approaches and constructive change in Southern colleges and universities. A second three-year Carnegie grant to SREB adds momentum to continuing regional efforts.

What's in a Name?

Center names give good indications of center missions. The titles, writes Texas director Mary Lynn Crow, "have a lot to say about how they want to appear to their constituencies and, conversely, what aspects of imagery they wish to avoid." In *Faculty Development Centers in Southern Universities*, Dr. Crow says that many directors testify to the hassle involved in de-

termining a name, some wishing they had selected another option or that they had known then what they know now about the psychological effects of a particular name. Some centers have already changed their names.

The 192 centers throughout the nation, with denominating titles such as center, program, division, clinic, project, or institute, can be broken down by only 78 different word groupings or combinations used to indicate their purposes. The most common names (used 52 times or in 27 percent of the schools) are *Educational Development Centers* or *Faculty Development Centers*. The other titles occur only one to three times each.

Word Groupings in Titles	Number of Occurrences in the 192 Schools
Educational Development	28
Faculty Development	24
Instructional Development	18
Learning Resource(s)	13
Instructional Services	8
Educational Resources	7
Instructional Resources	7
Professional Development	5
70 other titles	82

In the 78 titles, Dr. Crow found the most frequently occurring single word is *development*, followed by *education(al)*, *instruction(al)*, *resource(s)*, *faculty*, *learning*, and *teaching*, in that order. "Centers are more likely to see themselves in the business of improving instruction than they are of facilitating learning. Most, however, opt to avoid the 'teaching or instruction versus learning' issue entirely and simply refer to the overall issue as 'education.' More see themselves as providers of resources than of services. Only a small number describe themselves as researchers."

Southern university centers lean toward such terminology as *instruction(al)*, *resource(s)*, *teaching*, and *research* more frequently than those centers in other parts of the country. The most popular words in all schools, *development* and *education(al)*, are, however, proportionately underused in the Southern universities. Of the eleven regional programs listed here, eight are called centers, two are termed offices, and one is listed as a project.

Community College Staff Development

The South's community colleges are developing their own extensive programs of teacher improvement, or "staff development" as this renewal process has come to be known among many of these institutions.

Many of the same conditions which have prompted instructional effectiveness efforts at senior institutions also affect the region's two-year colleges, including decreased faculty mobility, a more diversely prepared student body and the advent of new teaching technologies with which some faculty are unfamiliar.

Community college campuses, also, face additional pressures for faculty renewal caused by changing patterns of clientele that are unique to them. For example, there is a rise of enrollment of more mature students, particularly in the 25 to 55 age bracket, and a higher percentage of students from minority groups.

Furthermore, two-year institutions are preparing to make adaptations for the gradual increase of "reverse transfers," those students moving from senior institutions to community colleges, and the so-called "in-and-out" students, who do not pursue continuous attendance. In addition, these schools are enrolling a growing number of students with baccalaureate degrees who are seeking occupational training in fields such as nursing and computer sciences.

To help the region's two-year colleges meet these changing currents, SREB worked with a dozen colleges in 1975-76 to aid the development of a more comprehensive approach to staff development.

The underlying principle of these efforts, according to Charles S. Claxton, SREB staff associate, is that "staff development is not a prepackaged program brought in from the outside and imposed on an institution. Rather, it is an organic process through which an institution can build on the strengths it identifies in its staff."

Most community colleges can afford an expanded drive for faculty improvement, Claxton concludes, such as having staff at the college and from nearby universities conduct training sessions.

In an upcoming SREB publication, several approaches to organizing a staff development program are outlined, including establishing an office of staff development with a full-time director or forming a committee composed of representatives of the various campus segments and chaired by a staff member given released time to pursue the committee's recommendations.

Claxton notes that the traditional approach has placed staff development as an ancillary activity with mandatory participation and episodic character while the new concept calls for staff development to be a central campus function, organized at the grass roots level with voluntary and continuous involvement by staff.

News From The Region

Seven individuals, including three women, were the first black students to receive Master's of Business Administration degrees under a joint program conducted by **Xavier and Tulane** universities. An additional 13 are expected to be graduated by the year's end, and 12 more in 1977.

Under the dual-degree program, the graduates studies for their B.A. or B.S. degrees at Xavier, then transferred to Tulane to complete graduate degree requirements.

The increasingly difficult transition from high school to college, aggravated by the varying degrees of high school preparation, has prompted a special opportunities program at **Virginia Union U.** The new summer session will provide counseling and career guidance to first-year students, leading them to a course of study best suited to their interests and abilities, offering self-paced academic study, and fostering attitudinal changes necessary for successful college work. The courses in English, reading, and mathematics may be accepted for college credit.

Federal funding is easing two problems in South Carolina — employment of veterans and medical services to rural areas. A cooperative federal-state plan, providing tuition fees and counseling, has helped place over 60 veterans as physicians' assistants through the **Medical U. of South Carolina.** Most have settled in small communities.

For Further Reading

The following publications will be available from SREB this summer:

SREB, *Faculty Development Centers in Southern Universities*, Undergraduate Reform Act, 1976.

SREB, *Staff Development in Community Colleges: Basic Issues in Planning*, 1976.

Information on publications listed below may be obtained through author or publisher:

Bergquist, William H. and Steven R. Phillips, *A Handbook for Faculty Development*, The Dansville Press, Dansville, New York, 1975.

Cross, K. Patricia, *Accent on Learning*, Jossey-Bass Publishers, San Francisco, 1975.

Cross, K. Patricia, "The Elusive Goal of Educational Equality," *Adult Leadership* magazine, February, 1976.

"Faculty Development in a Time of Retrenchment," Group for Human Development, *Change* magazine, 1974.

Gaff, Jerry G., *Toward Faculty Renewal*, Jossey-Bass Publishers, 1975.

Milton, Ohmer, *Alternatives to the Traditional*, Jossey-Bass Publishers, 1972.

"Special Report on Teaching," *Change* magazine, March, 1976.

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